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ABSTRACT

Forty-eight Social Learning Curriculum (SLC--an innovative educational program for mentally handicapped children) administrators were surveyed to compare SLC programs, their administrators' personal and professional characteristics, and substative responsibilities with special education programs and administrators in general. The results of a previous study (J. Kohl and T. Marro) of special education administrators in general were used as a baseline from which to make comparisons. Among the findings were significant differences between the two groups in the areas of age, training, and age at first appointment to an administrative position. Results suggested that within the parameters studied, the SLC network is representative of special education programs in general and that, in areas where differences were noted, the SLC administrators showed more active involvement in the conduct of their programs than did special education administrators in general. (A copy of the questionnaire is appended). (DLS)

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An Occasional Paper

A SURVEY OF SPECIAL EDUCATION ADMINISTRATORS OF PROGRAMS FIELD TESTING THE SOCIAL LEARNING CURRICULUM

Marjorie T. Goldstein and Peggy MacClymont

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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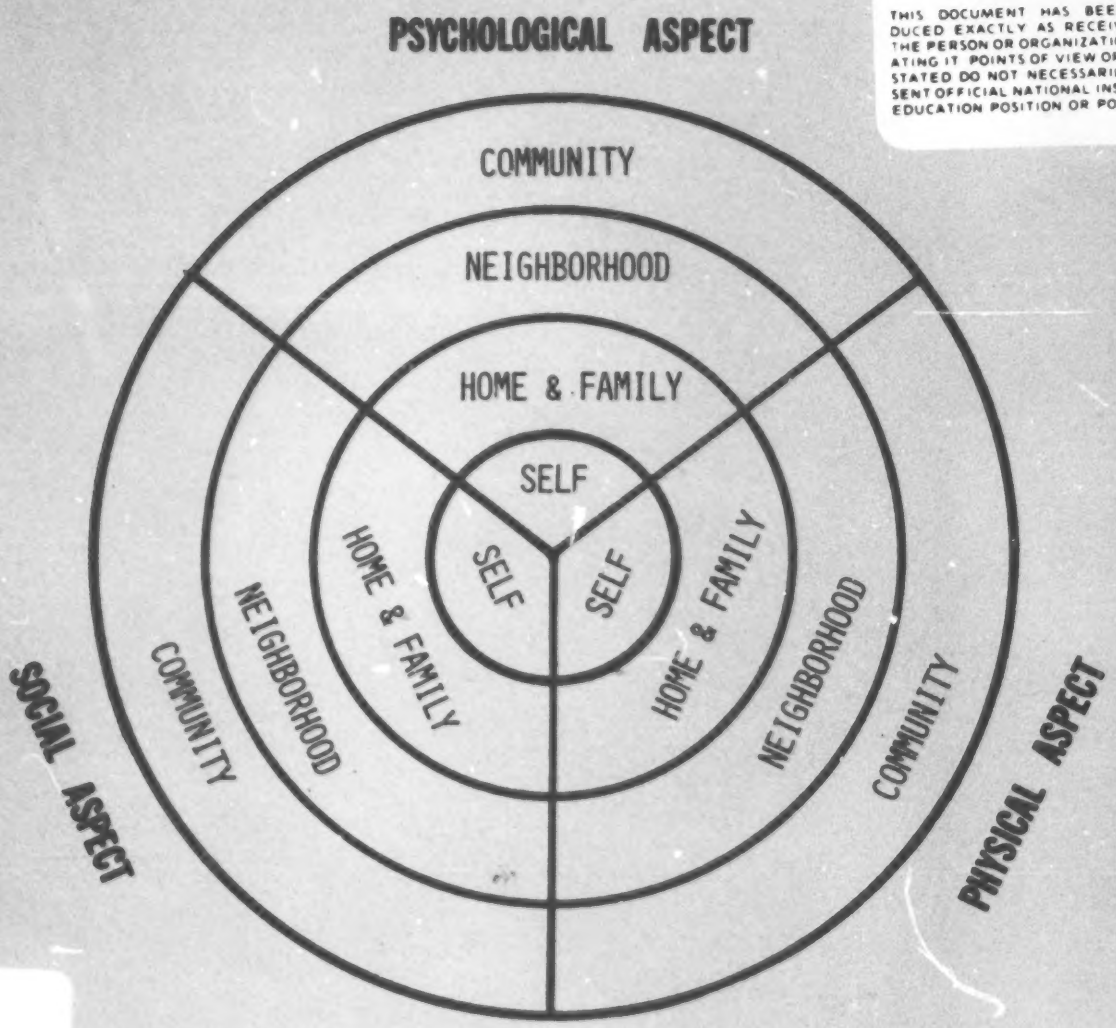

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Social Learning Curriculum

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A SURVEY OF SPECIAL EDUCATION ADMINISTRATORS OF PROGRAMS FIELD TESTING THE SOCIAL LEARNING CURRICULUM

Introduction

The Curriculum Research and Development Center in Mental Retardation has as its mission the development, field testing, evaluation and revision of an innovative educational program in social learning for educationally handicapped students. The Center began its operation in 1966. Field testing of the Social Learning Curriculum was initiated in the fall of 1968. The focus of the curriculum, social adaptation, made it necessary to find a wide range of locations, encompassing many different demographic variables, in which the curriculum materials would be used and evaluated. This was necessary since the rules for "appropriate behavior" that constitute social adaptation differ from place to place. With the substantial number of sites to be involved in field testing, it was necessary to design a field test model (Goldstein, M., 1976) that included key special education personnel at regional, state and local levels.

Field Test Network Structure

In field testing, the local special education administrator plays a particularly important role. It is through this individual that field testing was initiated. Contacts were made with special education administrators in all regions of the United States. The purposes of these contacts were to make local special education administrators aware of the Social Learning Curriculum and to give them the option to involve their programs in field testing the curriculum. Some chose to involve

themselves and their professional staffs in the field test; others did not. The participants in field testing were, thus, a self-selected group.

To initiate field testing, the special education administrator signed an intent form indicating his willingness to have his teachers participate. Since the special education administrator is traditionally involved with policies, priorities, and budgets, it was felt that requiring his direct involvement in field test activities would be unrealistic. Thus, the administrator is considered an important participant in field testing, but within the constraints of his professional responsibilities in the school system. He was asked to designate a field test advisor (FTA), a special education supervisor, to coordinate field test activities at the local level and to act as liaison to the Curriculum Center staff.

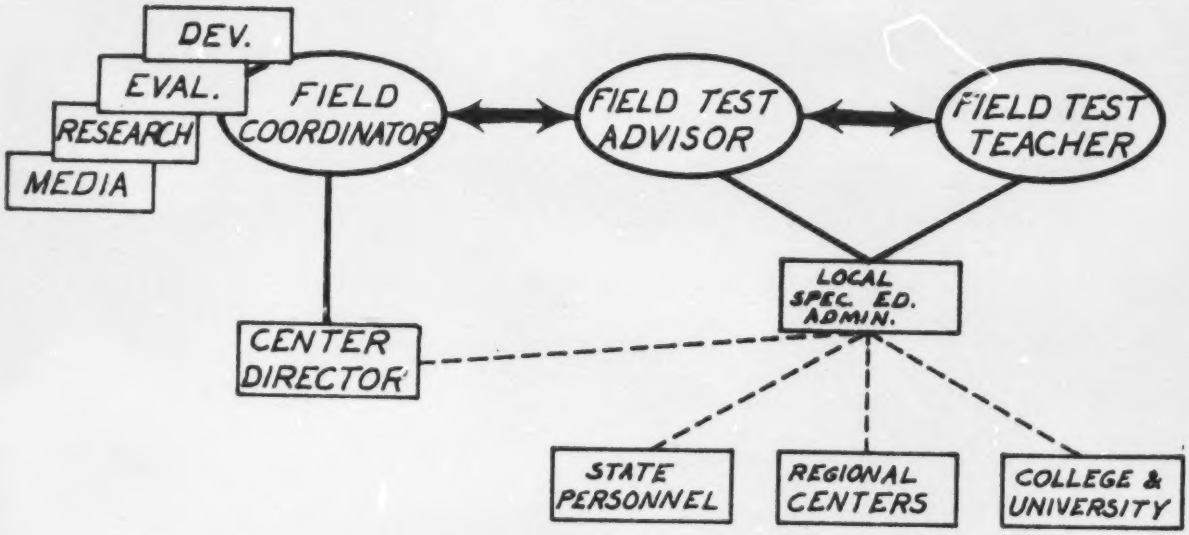
Consideration of different educational roles and responsibilities led to the selection of the special education supervisor as the person to coordinate field test efforts at the local level since the sueprvisory role is most congruent with the tasks that need to be accomplished in field testing. These tasks include the provision of (1) a variety of support activities for teachers involved in field testing (classroom observation and feedback, assistance with curriculum implementation and evaluation, among others), and (2) in-service training.

The communication channels used for field testing are shown in Figure 1. Although the special education supervisor (field test advisor) and the special education teachers (field test teachers) are the principal personnel involved in field test efforts, their involvement would not be

possible without the commitment and support of the individual responsible for administering the local special education unit. The administrator is kept informed of all activities concerned with field testing through his supervisor and teachers.

Figure 1

Field Test Network Communication Channels



The special education administrator facilitates his program's involvement in field testing by arranging for teachers to attend meetings and workshops associated with the implementation of the curriculum. He also makes possible the recognition of field test teachers' special professional contributions, either through the provision of in-service credit for their involvement in field testing or in other ways that are meaningful to the teachers. Thus, the special education administrator is, indeed, an important individual in the field test process and one who has a great

deal of influence on the quality of participation of his staff in field test activities.

Objectives of the Study

As discussed earlier, the nature of Social Learning Curriculum content required that diverse educational settings, encompassing a broad range of demographic variables, be involved in field testing. Thus, one objective of this study was to determine how representative the SLC network was of special education programs in general, using general information about the program and the community setting.

Further, since special education administrators play a critical role in initiating field testing in their programs, and since SLC administrators are a self-selected group, a second objective of this study was to examine if the factor of self-selection was in some way meaningful. Specifically, were there personal and/or professional characteristics of SLC administrators, or ways in which they perceive their administrative role, which distinguish them from special education administrators in general?

The results of a study by Kohl and Marro (1971) provided a means to investigate these issues and to make comparisons between SLC administrators and special education administrators in general. In that study, an extensive questionnaire was formulated to yield specific information about the special education administrator, the setting in which he works, and his

perceptions of his role and responsibilities. Kohl and Marro reported a response rate of 1066, which they estimated included approximately two-thirds of all special education administrators at the time that the study was undertaken in 1969 (p. I-4). The data from their study served as a baseline to compare the results of an adaptation of their questionnaire completed by SLC administrators whose programs were involved in field testing the Social Learning Curriculum during the 1974-1975 academic year.

Method

Of the 76 items in the Kohl-Marro questionnaire, 52 were adjudged to be irrelevant to this study by independent reviewers. Items retained referred to program characteristics, experience and professional preparation, and program supervision.

The 26-item adaptation of the Kohl-Marro questionnaire was sent to 73 SLC network administrators whose teachers were participating in field testing during the 1974-1975 academic year. The questionnaires were sent by way of the Field Test Advisor, a policy consistent with the Center's procedure of sending all communication to field test sites through the FTA. Usable questionnaires were received from 48 administrators; a 66% response rate.

Responses to the survey were subjected to two types of analysis: (a) the percentage of response for each question; and (b) a chi square test of association for 25 of the 26 questions to determine if differences between the two groups of administrators were significant.

Results and Discussion

General Program Information and Demographic Characteristics

It was expected that there would be no significant differences between the two groups of respondents to questions regarding general program information or demographic characteristics. In Table 1 the responses to questions in both categories are shown.

Responses to questions dealing with the special education administrator's employer, title, size and composition of community, and the average daily membership in general education show no significant differences between the two groups of administrators.

However, while the size of the total enrollment reported by both groups of administrators is similar, the size of reported special education enrollment differed substantially; SLC programs served more exceptional students ($p < .06$). This finding may be explained, in part, if one closely examines the responses to the question concerning community size. Although the chi square test shows no significant differences, a greater proportion of SLC respondents administered programs in large urban areas. Typically, urban areas provide more, and more varied, types of services for handicapped individuals than are provided in less populated areas. This is supported by information in Table 2 which shows the types of exceptionality, by level, for which administrators had responsibility. More SLC administrators were responsible for programs serving more exceptionalities, and at more levels, than were respondents to the Kohl-Marro study. A further explanation may be that conditions in special education changed

Table 1

General Program Information and Demographic Characteristics*

	Percentage		Sig.
	Kohl-Marro	SLC Network	
By whom are you employed?			
Local School District	61	58	
County-wide School District	15	19	
Other	24	23	
What is the official title used in your school system to designate your position?			
Director of Special Education	29	38	
Coordinator of Special Education	14	15	
Supervisor of Special Education	13	4	
Other	44	43	
How would you characterize the community which your school district serves?			
Large city 500,000 +	7	13	
Small city 10,000 - 499,999	49	49	
Small town 1,000 - 9,999	29	23	
Other	15	15	
How would you characterize your school district population?			
Wide diversity in cultural background	36	32	
Some diversity in cultural background	24	36	
Typical heterogeneous community	21	19	
Other	19	13	
What is the total pupil enrollment A.D.M. of the school district(s) you serve?			
1 - 7,999	38	40	
8,000 - 49,999	51	44	
50,000 +	11	16	
What is the total pupil enrollment A.D.M. of your special education program?			
1 - 199	39	32	
200 - 999	42	36	
1,000 +	19	32	p<.06
How many full-time equivalent special education positions are under your direction, not counting your own?			
0 - 24	60	29	
25 - 49	20	25	
50 - 99	13	15	
100 +	8	30	p<.05
Which of the following personnel are available to special education full time? Check all that apply.			
Program Directors or Supervisors	40	60	
Psychologist	43	63	
Curriculum Specialist	14	38	
School Social Worker	27	46	p<.05

* The number of respondents to the Kohl-Marro study was between 953 and 1060 for Table 1; the number of SLC respondents was between 46 and 48.

Table 2
TYPES OF EXCEPTIONALITY, BY PROGRAM LEVEL*

Program Level	Type of Exceptionality							
	Speech Handicapped	Educable Mentally Retarded	Trainable Mentally Retarded	Orthopedically Handicapped	Visually Handicapped	Emotionally Disturbed	Intellectually Gifted	Learning Disabilities
Pre-school Education	48 / 24	50 / 16	50 / 17	42 / 20	38 / 16	40 / 15	10 / 4	42 / 13
Kindergarten	73 / 50	71 / 43	69 / 37	50 / 34	46 / 35	52 / 35	15 / 10	56 / 35
Elementary Education	75 / 71	90 / 87	77 / 66	56 / 51	50 / 53	69 / 62	23 / 20	77 / 61
Intermediate Education	75 / 66	90 / 84	75 / 59	56 / 48	48 / 50	67 / 55	23 / 18	77 / 53
Secondary Education	71 / 55	81 / 77	63 / 52	48 / 43	44 / 46	63 / 44	13 / 16	67 / 39

Note. SLC respondents' data is presented in the unshaded area.
* An "other" category was included in the survey. However, the responses were so diverse that the category was omitted from this table.

between the time of the Kohl-Marro study, 1969, and the present study, 1975. In the period between 1969 and 1975, many handicapped children hitherto excluded from school were given access to special education.

Responses to two questions concerning the number of full-time equivalent personnel under the direction of the special education administrator, and the types of professional personnel external to the classroom who are available to the special education program, show significant differences ($p<.05$ for both questions). These results are consistent with findings that SLC administrators had larger special education enrollments and administered programs for more areas of exceptionality. Therefore, they had greater numbers of instructional staff and of other full-time professional personnel available to accommodate the larger number of exceptional students in their programs.

When the SLC field test network was organized, a wide range of locations incorporating diverse demographic characteristics was sought. Tables 1 and 2 show that the SLC sites may be considered to be reasonably representative of special education programs in general. A trend was noted, however, toward involving more large cities in field testing which may account for the differences.

In Table 3, the personal characteristics and educational backgrounds of the two groups of administrators are compared. While the proportion of female to male administrators is higher for SLC administrators, the differences are not signficant. SLC administrators were significantly younger ($p<.06$). In addition, significantly more SLC administrators pursued their

Table 3

Personal Characteristics* and Educational Background

	Percentage		Sig.
	Kohl-Marro	SLC Network	
What is your sex?			
Male	72	66	
Female	28	34	
What is your age?			
Less than 35	17	29	
35 - 49	54	48	
50 +	29	23	p<.06
What is your highest degree?			
Bachelor's Degree	5	2	
Master's Degree	30	15	
Master's Degree plus	52	65	
Doctor's Degree	13	19	p<.06
What was your graduate major?			
Special Education	23	42	
Educational Administration	23	22	
Other	54	36	p<.05

* The number of respondents to the Kohl-Marro study was between 1041 and 1065 for Table 3; the number of SLC respondents was between 45 and 48.

education beyond master's level study ($p < 06$). It was also found that more SLC administrators majored in special education at the graduate level than did administrators who participated in the Kohl-Marro study ($p < 05$).

Table 4 deals with the professional background of the administrators. No differences were found between the two groups in the position held prior to becoming a special education administrator. Significant differences were noted on questions related to age of first appointment as an administrator ($p < .001$), and the number of years of experience as a special education administrator ($p < .01$). SLC administrators were younger at time of first appointment, and reported more years of experience as special education administrators. While these data appear to be inconsistent with the youth of the groups (see Table 3), they may be explained by the relatively early age at which SLC administrators were appointed to their first administrative positions.

Further, Table 4 shows significant differences between the two groups of respondents with respect to memberships in general education and special education professional organizations ($p < .001$). SLC administrators more often belonged to special education professional organizations.

Administrators' Perceptions of Their Substantive Roles and Responsibilities

Eight questions dealing with "substantive role and responsibilities" are included in Table 5. Four of the questions relate to the administrator's perceptions of his administrative behavior; four questions are concerned with the administrator's opinions of factors influencing the

Table 4

Professional Characteristics*

	Percentage		Sig.
	Kohl-Marro	SLC Network	
What position did you hold immediately prior to your first special education administration position?			
Teacher of mentally retarded	15	19	
School psychologist	17	15	
Other	68	66	
At what age were you appointed to your first special education administration position?			
Less than 35	41	64	
35 - 49	50	28	
50 +	9	8	p<.001
Counting the present year, how many years have you been a special education administrator?			
1 - 3 years	40	19	
4 - 9 years	37	45	
10 - 19 years	20	30	
20 + years	3	6	p<.01
Counting the present school year, what is the total number of years of experience you have had in teaching, supervision, and administration?			
10 - 19 years	46	44	
20 - 29 years	24	37	
Other	30	19	
In which professional associations do you hold memberships this year? Check all that apply.			
National Education Association	63	29	
State Education Association	74	21	
Local Education Association	68	21	
Council for Exceptional Children	69	81	
Council of Administrators of Special Education	39	63	p<.001

* The number of respondents to the Kohl-Marro study was between 919 and 1047 for Table 4; the number of SLC respondents was between 45 and 47.

Table 5

Perceptions of Substantive Role and Responsibilities*

	Percentage		Sig.
	Kohl-Marro	SLC Network	
What is your understanding of the administration's view (i.e., central office) of the place of the special education administrator in your school system?			
The special education administrator is recognized publicly as the head of the special education program with considerable authority to plan, organize, budget, and otherwise control the program.	58	68	
The special education administrator is viewed as a staff officer, assigned primarily to carry out established policies. He is given some latitude in planning for his program area.	35	30	
Other	7	2	
What part do you play, as a special education administrator, in developing educational policy?			
I am asked to comment upon policies developed by the central office and get some encouragement to propose new policies.	31	22	
I am encouraged to suggest new policies and invited to present my views directly to the board of education or through the superintendent of schools.	63	76	
Other	6	2	p<.05
To what extent do you have responsibility for supervision and instructional improvement of your special education program?			
I have primary responsibility.	70	85	
I am partly responsible.	26	15	
Other	4	-	p<.05
What part do you play in shaping the curriculum of the special education program?			
I follow closely the program of special education, but exert some influence upon developing the educational program.	29	10	
Teachers, administrators, and resource persons plan and develop cooperatively the content of the special education program.	68	88	
Other	3	2	p<.01
What part do you play in determining pupil placement in the special education program?			
I work constantly with the staff to utilize a flexible approach to pupil placement.	50	54	
We use a screening committee.	35	29	
Other	15	17	

Perceptions of Substantive Role and Responsibilities (Cont'd)

	Percentage		Sig.
	Kohl-Marro	SLC Network	
What part do you play in determining the specific teaching methods used by teachers?			
While each staff member largely determines the methods he uses, I am consulted and offer suggestions as I see fit.	54	38	
Instruction supervisors and resource persons keep a close watch on methods to assure that the better methods are used. While I assist in this procedure, teachers look to them for direction and help in instructional methods.	18	36	
Other	28	26	p<.02
How do you approach trying out educational ideas?			
Since I like to experiment, I constantly encourage and help individuals to try innovations.	30	23	
I encourage our staff to look for new ideas; individuals report them to our staff, we examine the research, discuss our situation and agree on how we can try out the proposed idea.	67	69	
Other	3	8	
In what way do you feel that you contribute most effectively to improvement of the special education program?			
By helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and share ideas.	52	63	
By working with specialists and teachers in making the best use of available resources.	25	17	
By helping individual teachers and specialists take action on problems in their part of the program.	16	8	
Other	7	12	

* The number of respondents to the Kohl-Marro study was between 919 and 1057 for Table 5; the number of SLC respondents was between 46 and 48.

special education program.

SLC administrators' responses to four questions were found to be significantly different from responses in the Kohl-Marro study. All four questions were in the sub-category perceptions of administrative behavior and showed that SLC administrators saw themselves as more actively involved in the conduct of their special education programs.

Responses to the question concerning the development of educational policy suggest that more SLC administrators played an influential role in the formulation of educational policies and more often had access to their school boards ($p < .05$). Data concerning responsibilities for supervision and instructional improvement further support the view of the SLC administrator as an active leader of the special education program ($p < .05$). Data from the question concerned with shaping the curriculum suggest that significantly more SLC administrators were committed to cooperative approaches to curriculum planning and sought the involvement of a wide range of professional personnel within their programs for this activity ($p < .01$). Concerning teaching methods, the data indicate that more SLC administrators delegated responsibility for determining specific teaching methods to their supervisory and resource personnel than did respondents to the Kohl-Marro study ($p < .02$). This is consistent with the finding that SLC administrators had more staff to whom they might delegate responsibilities. Although a sizeable proportion of the respondents to both surveys allowed teachers to determine their own teaching methods, the percentage was greater in the Kohl-Marro study. A majority of respondents in both studies indicated that

they were considered by the central office to be the head of the special education program. However, a greater percentage of SLC administrators were viewed as head of the program rather than as a staff officer carrying out established policies. For the question concerned with pupil placement policies, both groups of administrators reported using collaborative approaches to determine pupil placement. No differences were noted between the two groups of administrators relative to the administrator's approach to innovation. An emphasis on establishing a climate conducive to participation among members of the professional staff was noted for both groups, in response to the question of how administrators perceived that they contributed to the improvement of their special education programs. SLC administrators, however, showed a stronger trend toward making program improvement a joint venture in which more special education personnel participate.

Summary and Conclusions

The purpose of this study was to compare SLC programs, their administrators' personal and professional characteristics, and substantive responsibilities with special education programs and administrators in general. This was accomplished by adapting the questionnaire used by Kohl and Marro (1971) in their Normative Study of the Administrative Position in Special Education. The adapted questionnaire was sent to SLC administrators; the rate of response was 66 percent (N=48).

It was anticipated that there would be no significant differences

between the two groups of administrators on factors reflected in general program information and demographic characteristics. The questions dealing with the special education administrator's employer, title, size of community, and average daily membership in general education showed no significant differences between the two groups. Thus, the SLC field test network was considered to be representative of special education programs in general on these dimensions. However, the data showed significant differences on questions related to the number of full-time special education positions, the number of full-time support personnel, and the average daily membership in the special education program. It is possible that sample bias, in favor of urban school districts, may have accounted for these differences. Urban school districts may have been slightly overrepresented in the SLC field test network because their larger personnel resources increase the probability that at least a portion of the individuals will be responsive to trying out a curriculum innovation.

Significant differences were noted between the two groups in the areas of age, training, and age at first appointment to an administrative position. In addition, it was found that SLC administrators had significantly more years of experience as special education administrators, and that significantly more of them majored in special education. A larger proportion of SLC administrators also belonged to special education organizations.

It was anticipated that there would be significant differences between the two groups of administrators in their perceptions of their substantive roles and responsibilities. The areas where SLC administrators

differed significantly from special education administrators in general were those which dealt directly with administrative leadership behavior. SLC administrators indicated that they exert more influence over their special education programs.

In conclusion, the data from this study suggest that within the parameters studied the SLC network is, in important ways, representative of special education programs in general. The data further suggest that, in areas where differences were noted, the SLC administrators showed more active involvement in the conduct of their programs than did administrators who participated in the Kohl and Marro study.

Further research should be directed toward studies of the special education administrator, with particular attention to aspects of his role that are affected by the organizational structure within which he functions. Generally, a greater understanding is needed of the qualitative aspects of special education administration which make the special education administrator's role unique.

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ADMINISTRATORS' SURVEY

Name: _____

Title: _____

School District: _____

Address: _____

SECTION I: GENERAL INFORMATION

1. By whom are you employed? (Check one.)

   [ ] Local school district
   [ ] County-wide school district
   [ ] Educational Cooperative Unit
   [ ] County-wide Intermediate Unit
   [ ] Multi-county Intermediate Unit
   [ ] Other (specify): _____

2. What is the official title used in your school system to designate your position?

   [ ] Director of Special Education
   [ ] Special Education Consultant
   [ ] Coordinator of Special Education
   [ ] Supervisor of Special Education
   [ ] Director of Pupil Personnel Services
   [ ] Other (specify): _____

3. What is the total pupil enrollment A.D.M. of the school district(s) you serve?

   _____

4. What is the total pupil enrollment A.D.M. of your special education program?

   _____

5. How many full-time equivalent special education positions are under your direction, not counting your own?

   _____

6. Check below the areas of exceptionality, by level, for which you have administrative responsibility.

PROGRAM LEVELS	Speech Handicapped	Educable Mentally Retarded	Trainable Mentally Retarded	Orthopedically Handicapped	Visually Handicapped	Emotionally Disturbed	Intellectually Gifted	Learning Disabilities	OTHER: PLEASE LIST
Pre-school									
Kinder-garten									
Elemen-tary									
Inter-mediate									
Secon-dary									

7. Which of the following personnel are available to special education on a full-time basis? Check all that apply.

   [ ] Program Directors or Supervisors
   [ ] Psychometrist
   [ ] Psychologist
   [ ] Physical Education Specialist
   [ ] Media Specialist
   [ ] Curriculum Specialist
   [ ] School Social Worker
   [ ] Psychiatrist
   [ ] School Physician
   [ ] School Nurse
   [ ] Director of Research
   [ ] Director of Transportation
   [ ] Itinerant Teachers

8. How would you characterize the community which your school district serves?

[] Large city - 500,000+
[] Small city - 10,000 - 499,999
[] Small town - 1,000 - 9,999
[] Village - 100 - 999
[] Rural - mostly farm
[] Rural - not farm

9. How would you characterize your school district population?

[] Wide diversity in cultural background
[] Some diversity in cultural background
[] Homogeneous in cultural backgrounds; predominantly disadvantaged
[] Homogeneous in cultural backgrounds; few disadvantaged
[] Typical heterogeneous community

SECTION II: PERSONAL INFORMATION

10. What is your sex?

[] male [] female

11. What is your age?

[] under 35 [] 50 - 64

[] 35 - 49 [] 65 or older

12. What is your highest degree?

[] Bachelor's degree
[] Master's degree
[] Master's degree plus
[] Education Specialist's degree
[] Doctor's degree

13. What was your graduate major?

_____

14. At what age were you appointed to your first special education administration position?

_____

15. What position did you hold immediately prior to your first special education administration position?

[] Classroom teacher (elementary)
[] Classroom teacher (secondary)
[] Speech therapist
[] Guidance counselor
[] Teacher of mentally retarded
[] School psychologist
[] Teacher of emotionally disturbed
[] OTHER (specify):_____

16. Counting the present school year, what is the total number of years of experience you have had in teaching, supervision and administration?

_____

17. Counting the present year, how many years have you been a special education administrator?

_____

18. In which professional associations do you hold membership this year? (Check all that apply.)

[] National Education Association
[] State Education Association
[] Local Education Association
[] Council for Exceptional Children
[] Phi Delta Kappa or Phi Lambda Theta
[] Council of Administrators of Special Education
[] American Federation of Teachers
[] American Association on Mental Deficiency
[] American Education Research Association
[] American Association of Supervision and Curriculum Development
[] American Psychological Association
[] Other (specify):_____

SECTION III: PROFESSIONAL RESPONSIBILITIES

19. What is your understanding of the administration's view (i.e. central office) of the place of the special education administrator in your school system?

[] The special education administrator is recognized publicly as the head of the special education program with considerable authority to plan, organize, budget, and otherwise control the program.

[] The special education administrator is viewed as a staff officer, assigned primarily to carry out established policies. He is given some latitude in planning for his program area.

[] The special education administrator is neither encouraged nor authorized to proceed independently to alter program in any significant manner.

20. What part do you play, as a special education administrator, in developing educational policy?

[] I am not consulted.

[] I am asked to comment upon policies developed by the central office and get some encouragement to propose new policies.

[] I am encouraged to suggest new policies invited to present my views directly to the board of education or through the superintendent of schools.

21. To what extent do you have responsibility for supervision and instructional improvement of your special education program?

[] I have primary responsibility.

[] I am partly responsible.

[] I have little responsibility.

22. What part do you play in determining pupil placement in the special education program?

[] Students are placed in accordance with required system-wide policies. I exercise little influence.

[] I work constantly with the staff to utilize a flexible approach to student placement.

[] It is the responsibility of the staff to develop and maintain pupil placement policies. I exercise little influence.

[] We use a screening committee.

23. What part do you play in shaping the curriculum of the special education program?

[] I follow closely the program of special education without specifically trying to influence its development/

[] I follow closely the program of special education but exert <u>some</u> influence upon developing the educational program.

[] Teachers, administrators, and resource persons plan and develop cooperatively the content of the special education program.

24. What part do you play in determining the specific teaching methods used by teachers?

[] Each individual determines his own methods; I have little part in making decisions.

[] Although no one can make all decisions alone, I try to keep watch upon specific methods and to make sure that the better methods are used.

[] While each staff member largely determines the methods he uses, I am consulted and offer suggestions as I see fit.

(Question 24 continues on page 23)

24. [] Instruction supervisors and resource persons keep a close watch on methods to assure that the better methods are used. While I assist in this procedure, teachers look to them for direction and help in instructional methods.

[] Ultimately each individual makes his own decisions, but we depend a great deal upon group decisions.

25. How do you approach trying out new educational ideas?

[] Since I like to experiment, I constantly encourage and help individuals to try innovations.

[] I encourage our staff to look for new ideas; individuals report them to our staff, we examine the research, discuss our situation and agree on how we can try out the proposed idea.

[] I am inclined to think that more attention should be paid to the established special education program; too many new ideas tend to upset the program.

[] Other (specify):_____

_____

26. In what way do you feel that you contribute most effectively to improvement of the special education program?

[] By working with specialists and teachers in making the best use of available resources.

[] By helping individual teachers and specialists take action on problems in their part of the program.

[] By my own careful study and research of the program.

[] By demonstration teaching.

[] By helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and share ideas.

[] By helping the staff to discover and use better instructional materials.

[] By continuous study of the factors in our program which affect learning or instruction and relating my findings to the staff.

THANK YOU FOR YOUR COOPERATION!